

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Learning and Academic Skills	29. Restate, paraphrase and summarize oral or written information.	N/A
A. Critical Thinking	CASAS# N/A	

SAMPLE SCANS ACTIVITY: Jigsaw Reading and Summarizing

Stages of Lesson: ☐ Warm Up ☐ Introduction ☒ **Presentation** ☒ **Practice** ☒ **Application**

<p>Steps for Sample Activity: Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is a jigsaw reading activity in which students practice summarizing the main points in an article or other reading passage.</p> <ol style="list-style-type: none"> 1. Find newspaper or magazine article or reading passage of interest to the class. Make one copy and cut it into four equal pieces. Label the four pieces A-D. Then make copies of the pieces, one part of the reading for each student in the class. 2. Form groups of four. Let each student choose a number from 1 to 4. 3. Hand out one part of the article, A-D, to each student in each group. Give students 10 minutes to read and reread their pieces of the reading. 4. Call time. Starting with the student who had part A, have each student teach what he or she read to the other students in the group. Students are allowed to ask necessary questions. 5. After the groups have discussed all four parts of the article, call time. Give the next instruction: Student #1 will turn over the page and, with the group's help, write one or two sentences that state the main points of part of the reading. Groups may not look at the piece again to help them summarize. Have the groups continue summarizing and writing sentences for the remaining parts of the reading in order. 	<p>SCANS FOCUS</p> <p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Teaches Others/ Exercises Leadership/ Works with Diversity</p>
---	--

<p>6. Have each group select a reporter. The reporter will, with the help of all his group members, look at all the summary sentences and prepare to report the group's summary to the whole class orally.</p> <p>7. Call on the reporter from each group to read what the group has written. If desired, have the class evaluate which group's summary is the most complete, yet clear and succinct. **</p> <p>** This step serves as an evaluation of the activity.</p>	<p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>
---	---
